

Tentative (topics subject to change) Schedule for the Assessment Strand in TEED 522

Note: Please read the chapters listed under the dates before you come to class that day!	
January 13 th 9 – noon Read Ch 1 & 2	Introduction to Assessment The role of assessment in teaching & learning; Washington State context; intro to learning targets & assessment methods.
Learning Targets Session 1	<ol style="list-style-type: none"> 1. students will know the definitions for the basic assessment terms: LT, evidence, assessment, evaluation, summative, and formative (Fact); 2. students will begin to develop understanding of basic assessment terms: LT, evidence, assessment, evaluation (Concept); 3. students will develop a positive disposition toward assessment (Disposition).
January 21 st 9 – noon Read Ch 3	About Learning Targets the structure and role of learning targets; evidence of student achievement.
Learning Targets Session 2	<ol style="list-style-type: none"> 1. Know the different learning target categories: Fact; Concept; Skill (introduced or practiced); Disposition (Fact); 2. Know the characteristics of an effective learning target. Targets will be characterized as: Clear; Categorized (see #1); Related to standards (as appropriate) (Fact); 3. Begin to develop understanding of the learning target categories (Concept); 4. Develop a beginning ability to write an effective learning target (Introduced Skill).
January 22 nd 9 – noon Read Ch 4	Targets => Evidence more on learning targets and their role in learning; focus on evidence of student achievement; different kinds of evidence for different kinds of targets.
Learning Targets Session 3	<ol style="list-style-type: none"> 1. Develop refined understanding of the learning target categories (fact, concept, skill, and disposition) and their implications for students' and teachers' actions (Concept); 2. Develop ability to write LTs and statements of evidence that will facilitate focused instruction and student learning (Introduced Skill); 3. Continue to develop an appreciation for the importance of carefully considered and well-structured learning targets and statements of evidence (Disposition).
February 10 th 9 – noon Read article and your jigsaw Ch.	Moving from Learning Targets and Evidence Toward Assessment Refining your understanding of the long range planning process (Backward Curriculum Design) and the progression from learning targets to evidence and assessment; work with your jigsaw team.
Learning Targets Session 4	<ol style="list-style-type: none"> 1. Continue to develop ability to write effective learning targets and associated statements of evidence. (Practiced Skill); 2. Develop understanding of the relationship between LTs, evidence and assessment. (Concept); 3. Construct a beginning understanding of the ways in which mis-measurement ("bias and distortion") may enter into the assessment process. (Concept)

February 18 th 9 – noon	Assessment Methods Jigsaw exposure to four fundamental methods of assessment and detailed consideration of one of these.
Learning Targets Session 5	1. Develop understanding of assessment methods and their relationship to learning target categories (Concept); 2. Develop skill with the design and implementation of specific assessment methods (Introduced Skill).
March 5 th 9 – noon	Review, Scoring Guides, Minimizing Mis-Measurement solidifying understanding of the sequence of assessment; examining scoring guides; assessing dispositions; prep for the quiz.
Learning Targets Session 6	1. Solidify understanding of the backward design process and the role of assessment in the processes of learning and teaching (Concept); 2. Develop understanding of the structure and utility of scoring guides (Concept); 3. Develop ability to select and create appropriate scoring guides (Introduced Skill); 4. Develop understanding of potential for mis-measurement and ways to avoid it in assessment (Concept); 5. Develop understanding of standards-based assessment (Concept)
March 5 th 1 – 3PM Greenwood article (Distributed in class)	Synthesis and Implications of Assessment in Middle & High Schools Assessing dispositions?? What have we learned? Who Graduates and Who Does Not? Course Evaluation.
Learning Targets Session 7	1. Develop understanding of the assessment of disposition (Concept); 2. Develop understanding of factors associated with success and failure in K-12 education as related to assessment (Concept); 3. Develop ability to search OSPI database of assessment metrics (Introduced Skill).

